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ENOCH WHIPPLE;
A YOUNG MAN, DEAF, BUT NOT DUMB.

At the late meeting of the American Institute of Instruction, at Hartford, Conn., a young man was present named Enoch Whipple, son of Mr. Jonathan Whipple of the town of Ledyard, in that State. The age of the young man was nineteen years. His appearance was that of a very respectable and intelligent youth of the laboring class, with perhaps a more earnest and inquisitive expression of the eye than is commonly seen. He was born, and has always remained nearly deaf,—that is, he never has heard, and cannot now hear, a single word of conversation, carried on in an ordinary tone of voice. Of late years, his hearing is said to have been somewhat improved. When the mouth of a speaker is held close to his ear, and he is spoken to in a very loud and clear voice, he is able to understand; but this is not the way in which he chooses to converse. His favorite mode of conversation is, *to read the words on the lips of the speaker*. This he does with great readiness, and obvious ease. He can converse with strangers, at first sight, as many persons who were present on the above occasion, can testify. He prefers not to have his collocutor speak above the common tone of voice; for when it rises above that he hears a confused sound which embarrasses him.

To test his power of understanding words by observing the motion of the lips, a gentleman present proposed to speak to him in French, asking him to repeat the words spoken. This he did repeatedly, and with remarkable accuracy, failing only in one or two instances where the peculiar nasal sound of some French word was not correctly echoed back by him, because he never had had occasion to enunciate such a sound.

But what was most striking and pleasing in the case was, that the young man enunciated his words with decided clearness and fulness; and, for one of his age, with a remarkable softness of voice. He read pieces both of prose and poetry, taken at random from a newspaper, with distinctness and propriety; and some of his cadences were uncommonly correct and graceful.

Another remarkable fact in this case, was, that this speaking deaf man had never been to any Deaf and Dumb Institution for instruction, but has been trained to this high degree of proficiency in enunciation, at home. His father, who was present, seemed to be a very intelligent, though an illiterate man. He said he himself had never been to school a day in his life. He stated that when the child was two or three years old his deafness was discovered. From that time various ways had been resorted to:—such as putting the lips and tongue in different positions, emitting breath with force, and then inducing the child to imitate what had been done, until at last, he got the idea of a vocal or muscular sign, and then the great difficulty was conquered. It seems the child had been brought up as other children, in like circumstances, are, to work, to go on errands, to drive cattle, and indeed, to do anything that such children are ordinarily required to do.

The father also stated that, some time since, a deaf mute who had been through a course of instruction at the Hartford Asylum, called to see him. The father told his visiter, by writing on his slate, that he thought he could teach him to speak. At this the mute turned away from him *in contempt*, declaring that he could not hear *at all*, and evidently thinking that it would be impossible for one who could not hear *at all*, ever to acquire the power of articulation. The father persisted, however, and *in fifteen minutes* he taught him to enunciate several words in a perfectly intelligible manner.

In our Seventh Annual Report to the Board of Education, (see Common School Journal, Vol. vi., pp. 75—82,) we gave a brief account of the manner of teaching the deaf and dumb *to speak*, in Germany, and mentioned the general success which attended that method of instruction. Having often before witnessed the manner in which our own deaf mutes are taught to converse, by the use of the finger-language, we thought ourselves not going beyond the rights of a citizen in expressing an opinion of the superiority of the German mode. We thought, and we still think, that *articulate* language, founded as it is upon the possession of the natural organs of speech and a spontaneous desire to use them, has decided advantages over the system of arbitrary signs formed with so much labor and prolixness as is the finger-language. Some persons connected with institutions in this country, where pantomime and the finger-language only had been taught, or where the experiment of articulate language had been tried, but had failed through the unskilfulness of the instructor, saw fit to censure us, not merely with severity but with a most plentiful lack of courtesy, for offering an opinion, that the *vocal* was superior to the *digital* language.

The relative advantages of the two forms of communication, we will not now stop to discuss, because we believe that the common sense of ninety-nine out of every hundred of all intelligent and unbiased men, will be on our side without any argument. Partisans of the finger-language may introduce their subtleties and their metaphysics as much as they please, but

while the whole world, with the exception of a few professors,—and even those professors when they meet each other or go into the world,—while all these speak in articulated tones, any person who is interested in a deaf mute will prefer to have him speak as the rest of the community speak, even though originally, and abstractly, it might have been better for mankind to discard their tongues, and conduct all business, social intercourse, legislation and the administration of justice, by making odd motions with their fingers. While at most only one in five hundred uses the finger-language, and the remaining four hundred and ninety-nine use the spoken language, it seems as absurd to say that the former is to be preferred, as to say that a person who wishes to prepare himself for foreign travel, should learn a language in which only one in five hundred, in the countries he proposes to visit, ever speaks, instead of learning the language spoken by them all.

Another statement which is made against articulation is, that, however useful it may be for a man to be able *to speak*, when among those who can understand speech only, yet that the speech of the deaf mute is so uncouth and unnatural, that it inflicts pain on those who hear it. Hence they argue, that, for the exemption from an unpleasant sound, of those who enjoy all the untold blessings of hearing, it is advisable to cut off all those who cannot hear, from the delights and the advantages of social intercourse with at least four hundred and ninety-nine five hundredths of mankind. The inhumanity of such a suggestion is so manifest on its face, that one wonders it could ever have been brought forward at all. We care not how nasal, guttural, pectoral or ventriloqual, a deaf mute's voice may be,—let the imagination make it as sepulchral, or hollow, or hideous as it pleases,—we denounce the argument, which would cut off such a brother from intercourse with his brethren, because, perchance, his voice might be disagreeable to his auditory sensibilities. Suppose the deaf mute to be among strangers, who know not the meaning of a single sign he can command; suppose some human life, or something more valuable than human life, to be in peril; can any wretch be found who would debar him from the privilege of speech, because his voice might be ungrateful to delicate ears!

When we wrote our account respecting the intelligible manner, and, in many instances, not at all an unpleasant one, in which the pupils of the deaf and dumb schools in Germany, *spoke*, we did not know that there was, in the State of Connecticut, and within a few hours' ride, both of the Hartford Asylum and of the New York Institution for the Deaf and Dumb, an individual, who never heard a word of common conversation in his life, and yet who had been taught by an illiterate mechanic to read common language on the lips with almost as much ease as the words in a book, and who could articulate all English words with great propriety and clearness.

It may be said, in answer to this, that the young man, Whipple, can hear. We admit it, but as a full offset to that fact, we reply, that the skill of any one worthy to be called a teacher,

when compared with the rude experiments of a man without science, would compensate for such a difference in the subject to be instructed.

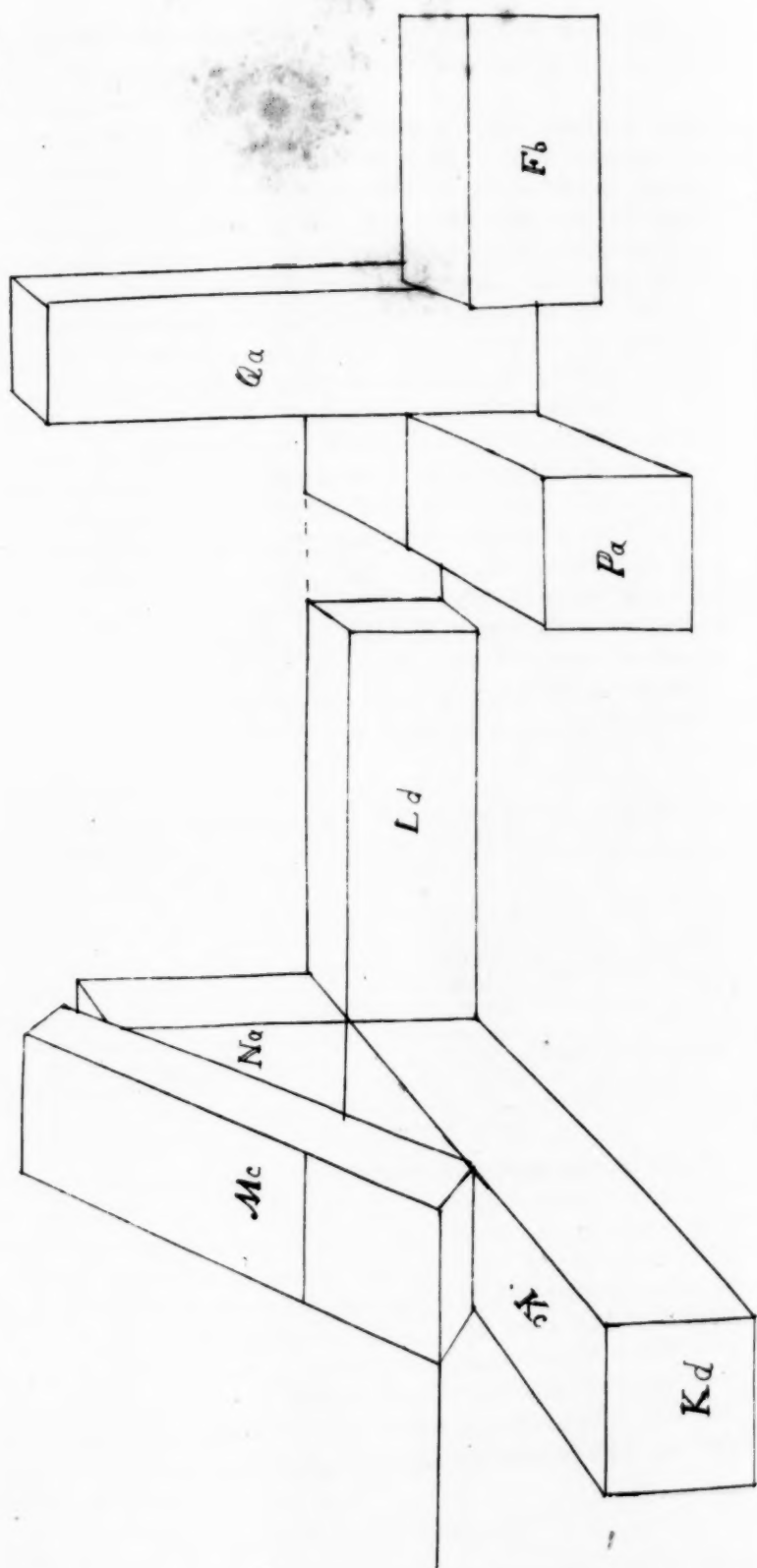
We have for more than twenty years felt the liveliest interest in the success of the Hartford Asylum. The emotions of delight are still vivid in our bosom, which were excited by the first exhibition of its teaching we ever saw; and we well recollect that, after visiting and spending almost half a day in it, in company with others, we returned to it alone, the next morning, to enjoy a repetition of the delight it had afforded. When a member of the Massachusetts Legislature, it was our pleasure to report a Resolve appropriating an increased amount of funds to defray the expenses of the children of Massachusetts who resorted there for instruction. We still wish all success to the institution; but we believe there is a better way of instruction, at least for a large portion of the deaf and dumb, than that by the finger-language; we know that the success of the German schools in teaching the deaf and dumb *to speak*, has been grossly underrated; we hope that the institution at Hartford will adopt the German mode, at least for a considerable portion of its pupils;—but if not, we frankly avow our opinion that it will be the duty of every friend of this unfortunate class of children in our own State, to see that they are so taught at home.

NOTE.—In a letter written by Dr. John H. Dix, of Boston, dated at Berlin, Dec. 15, 1844, and published in "The Boston Medical and Surgical Journal," April 2, 1845, there is the following statement. Every unbiased American who visits the German schools will verify the statement of Dr. Dix.

"One of the most interesting institutions of Berlin, is that for the instruction of the deaf and dumb, at which the new method is pursued of teaching them articulation. The success with which it is attended is certainly very astonishing, and, to an inexperienced observer like myself, quite satisfactory. The pupils converse with the instructors and with each other, so as to be intelligible to an ear so little practised as mine in the German language. The older ones can also read aloud and with a distinct enunciation, from an octavo volume of reading lessons, any passage that may be selected."

CHEWING TOBACCO.—An editor says: "Suppose a tobacco-chewer is addicted to the habit of chewing tobacco fifty years of his life, each day of that time he consumes two inches of solid plug, which amounts to six thousand four hundred and seventy-five feet, making nearly one mile and a quarter in length of solid tobacco, half an inch thick, and two inches broad." He wants to know what a young beginner would think, if he had the whole amount stretched out before him, and were told that, to chew it up would be one of the exercises of his life, and also that it would tax his income to the amount of two thousand ninety-four dollars.

A HEATHEN LAW.—Among the ancient Romans, there was a law, which was kept inviolably, that no man should make a public feast, except he had before provided for all the poor of his neighborhood.



DRAWING.

LESSON NINETEENTH.

For this lesson, set up the seven blocks, K, L, M, N, P, Q, F. 43 on Block P must lie horizontally opposite 17, (block L.) Place yourself so far to the right, that, when you hold the thread perpendicularly before the line 20 77, on block Fb, the point *o* also is covered by the thread.

Block Kd.

Point 3 on this block, place one inch from the lower, and about as far from the left edge of the paper. Is the front face of this block a square? If so, draw it.

Point *b*, (Block Ld,)

is found in the same way as in lesson 13th, you find point 35 on Block Lc.

Point 34.

Draw on your paper from *b* upwards, perpendicularly. Then draw from * to this perpendicular line; but let the line drawn from the star approach the line drawn from 4 a very little, in order that *b* 34 shall be somewhat smaller than * 4.

Blocks Na and Ld.

Point 36 on Block Na is first to be determined. To strike it, observe merely whether it stands perpendicularly over 34, and as far again from 34 as *b*. For point 35 on Block Ld, you must see whether 35 lies opposite 34 horizontally, and three times as far from 34 as *b*. Does point 49 stand below 35 perpendicularly, and opposite *b* horizontally?

Now follow, on blocks Na, Ld,

Points 38, 37, 17 and 16.

These four points must be determined as the points 6, 9, *w* and *u*, in Lesson 17, on blocks Ec and T. It is chiefly to be remarked, that the line 34 37 must be a continuation of the straight line 34 *.

Block Mc.

Point 27 on this block is first to be determined. Hold the thread horizontally before 27, and judge where it cuts the line *b* 34, or 34 *. Mark this division point on your paper in line *b* 34, or in line 34 *, and you have point 27.

Point 26.

Hold the thread horizontally before 26, and observe what is its distance from 38, in comparison with the line 38 36. Mark on your paper the distance of the thread from 38 by a point, and draw from this point to the left horizontally. Next draw from 27 a straight line through point 36 to this horizontal line. Where both lines meet, is point 26.

Point 30, (below on Block Mc.)

Draw upon your paper from 27 to the left a horizontal line, as long as one drawn from 27 perpendicularly down to the line 4 b would be. The end point of this horizontal line is point 30.

Point 24.

Hold the thread horizontally before 24, and observe in what part it cuts the line b 34, (block Ld.) Mark this division point on your paper in line b 34, and draw from it to the left horizontally till over 27. Then hold your thread perpendicularly before 24, and observe in what part it cuts the line 27 30. Mark this division point on your paper in line 27 30 and draw from it upwards perpendicularly. Where this perpendicular line strikes the horizontal, is point 24.

Point 83.

Draw from 24 to the left horizontally till over 30. Then hold the thread perpendicularly before 83, and observe how many times its distance from 30, the line 30 27 contains. Mark the place of the thread opposite 30 by a point, and draw from this point perpendicularly to the horizontal line drawn from 24. Where these cut each other is point 83.

Point 25.

Hold the thread horizontally before 25, and observe how much higher or lower it is seen above 26 than 36 is below 26. Mark on your paper the place of the thread over 26 by a point, and draw to the left horizontally. Then draw from 24 a line upwards nearly parallel with 27 26, (towards the upper part a little narrower.) Where this strikes the horizontal, is point 25.

Point 84.

Draw from 25 to the left horizontally. Then hold the thread perpendicularly before 84, and observe how many times its distance from 24 the line 24 83 contains, or where it cuts the line 27 30. Mark the place of the thread over 24, (or in the line 27 30,) by a point, and draw from this point upwards to the horizontal line drawn from 25. Where both cut each other, is point 84. Now draw

Block Pa.

First determine point 44 on this block. Hold the thread horizontally before 44, and compare its distance from * (Kd) with the line * 4. Mark the place of the thread over * by a point, and draw from that point to the right horizontally till opposite 49, (Block Ld.) Then hold the thread perpendicularly before 44, and compare its distance from 49 with the line 49 35. Mark the place of the thread opposite 49 by a point, and draw from this point downwards perpendicularly to the last drawn horizontal line. Where these lines cut each other is point 44.

Point *ff*.

Draw on your paper from 44 downwards perpendicularly. Then hold the thread horizontally before *f*, and observe in what part it cuts the line * 4, and draw from it to the right horizontally to the perpendicular line drawn from 44. Where these lines meet, is the point *ff*. Now draw the remainder of the front face. Is it a square?

Point *g*.

Hold the thread horizontally before *g*, and observe how much larger or smaller the distance of the thread from 45 is than the line 45 *gg*. You can also see in what part the thread cuts the line 49 35, (Block Ld.) In the first place, mark the place of the thread above 45, and then in the line 49 35 by points, and draw from this last point horizontally to the right. Then hold the thread perpendicularly before *g*, and compare its distance from *gg* with the line *ggff*. Mark the place of the thread opposite *gg* by a point, and draw from this point upwards perpendicularly to the last drawn horizontal line. Where both cut each other is the point *g*.

Point 55, (Block Qa,)

you may determine like point *n* in Lesson 12th, on Block Dc.

Point *h*.

For point *h*, merely observe whether it lies opposite *g* horizontally and as far from *g* as 55 is.

Point 43.

Hold the thread horizontally before 43, and observe whether it covers point 17, on Block Ld. Is it so? Then draw from 17 to the right horizontally till over *h*. Then prolong the line 44 *h* to the line drawn out from 17 horizontally. Where these lines cut each other is point 43.

Block Qa.

For point 54 on this block, draw from *g* upwards perpendicularly, and observe whether 54 lies three times as far from *g* as 55 does. And does point 68 stand as far from 54 as *g* from *h* on Block Pa?

Point *p*.

Merely see whether *p* lies opposite *g* horizontally, and perpendicularly below 68. (The drawing in the plate is slightly incorrect.)

Points 52 and 85.

You will find these points as you found 5 and 1 on Block Dc in Lesson 12th.

Block Fb.

First find point 19. Hold the thread horizontally before 19, and observe in what part it cuts the line *g* 55. Mark this point in line *g* 55, and draw from it horizontally till about perpendic-

ularly under p . Then hold the thread perpendicularly before 19, and observe in what part it cuts the distance between p and g , and draw from it downwards perpendicularly. Where this perpendicular line strikes the last drawn horizontal, is point 19.

Point o .

For point o , merely observe whether it lies opposite p horizontally, and as far again from p as g does. Draw the front face of Fb. Point 20 is horizontally opposite 19.

LIEBIG WHEN A BOY.—Liebig was distinguished at school as "booby,"—the only talent then cultivated in German schools being verbal memory. On one occasion, being sneeringly asked by the master what he proposed to become, since he was so bad a scholar, and answering that he would be a chemist, the whole school burst into a laugh of derision. Not long ago, Liebig saw his old schoolmaster, who feelingly lamented his own former blindness. The only boy in the same school who ever disputed with Liebig the station of "booby," was one who never could learn his lessons by heart, but was continually composing music, and writing it down by stealth, in school. The same individual Liebig lately found at Vienna, distinguished as a composer, and conductor of the imperial opera house. I think his name is Ruelling. It is to be hoped that a more rational system of school instruction is gaining ground. Can anything be more absurd or detestable than a system which made Walter Scott and Justus Liebig "boobies" at school, and so effectually concealed their natural talents, that, for example, Liebig was often lectured before the whole school on his being sure to cause misery and broken hearts to his parents, while he was all the time conscious, as the above anecdote proves, of the possession of talents similar in kind to those he has since displayed.—*Phrenological Journal*.

EXCELLENT.—Among the printed regulations of the Natchez Institute,—a large school for both sexes,—is the following:—

"Vulgar and profane language, the use of tobacco in any form, and the use of pocket-knives on the premises, are forbidden."

NO MERCY.—Mrs. Child relates an anecdote of a young man, who, emerging from a prison, got a situation, and filled it with honor for many years. He was at last recognized as a person who had been a convict, and was discharged from his employment. He returned to his former evil course, and became a hardened and desperate wretch. Had the world said to him, go and sin no more, he might have been saved.

INDUSTRY, perseverance, and economy will lead to wealth and preferment.

REPORT OF THE PRIMARY SCHOOL COMMITTEE,

To the Board of Trustees of the Public School Society of New York, on the USE OF SEATS WITHOUT BACKS.

IN compliance with a resolution of the Board of Trustees, which directs the Primary School Committee to "examine and report as to what injuries the children receive from the use of seats without backs," that Committee respectfully submit the following Report:

The injuries which have been alleged to arise from the use of seats without backs, are distorted spines and contracted chests, with their attendant injurious effects on the lungs and other internal organs. But these injuries being closely related to each other, it will suffice, in this report, to include them all under the one head of spinal injuries. And moreover, as it is chiefly the female sex that are exposed to these complaints, the subsequent remarks will have reference mainly to the girls' schools.

It may possibly have been expected of this Committee, that they would subject each school to a rigid personal examination, in order to ascertain if such maladies have an existence there, and the precise number of children affected. But this the Committee have not attempted; for however suited such a process might be for ascertaining the number of children that are blind in one eye, or have club-feet, or any similar defect, it is by no means so practicable to apply it to the present subject. A personal examination, to have been decisive and satisfactory, must have required a degree of scrutiny that would, in respect to females, have been indelicate and improper.

On inquiry of the female teachers, several of the oldest and most experienced among them say, that instances of curved spine are often perceived among their scholars. Individual members of this Board have noticed similar instances; and it deserves to be mentioned, that a highly respectable and intelligent foreign gentleman, who is deeply interested in the cause of education, on a late visit to one of our schools, expressed his surprise, on perceiving how large a proportion of the girls were round-shouldered and stooping in their figure,—adding, at the same time, his fears that we neglected the bodily training of our children.

These facts may be considered as sufficient evidence that these deformities have an existence in our schools. But still, as the investigation is of a kind that does not admit of statistical returns, it is to be feared that there may be on the minds of many members of this Board, an impression that these injuries are of rare occurrence. In visiting the schools, they may not have perceived them,—they hear no complaints about them,—and conclude, perhaps, that the subject is one that is not deserving of serious attention. The Committee are persuaded that if any good is to arise from their reporting at all on this subject, it will be proper, in the commencement, to show that no dependence can be placed on casual and superficial observation, as a means of determining the real amount of these injuries in our schools.

It may be supposed that if these injuries exist, they are open to common observation, and are at once perceived. But this is far from being the case; and it should be distinctly borne in mind that the cases we expect to meet with among girls at so early an age, are not those confirmed and glaring instances, which are at once obvious to every eye. They are, for the most part, the slighter cases,—such as are in their incipient and forming stages,—and are likely to pass unnoticed by the teacher, and even by the parent; the practised eye of one who is familiar with their indications, would alone detect them, and then not always without exposing the naked part to view. Yet, the tendency of these cases is to go on increasing, and as the female leaves school, and advances towards mature age, the deformity becomes so apparent as to require all the ingenuity and devices of the dress-maker to conceal it. Could we trace the history of our females up to womanhood, doubtless many instances of this kind could be found. It must be obvious that the duty of searching out these maladies, occurring as they do under circumstances so peculiar, falls not within the province or the ability of our Trustees,—being a matter that must be entrusted mainly to parental care and oversight. It is not to be supposed, therefore, that a hasty and superficial inspection of our schools, nor any that the Trustees could be expected to make, would reveal the true amount of injury which may there have its origin.

But the Committee would offer another argument against hastily concluding that these maladies are of rare occurrence among our scholars. The *voice of experience*, both in this country and in Europe, bears uniform testimony to the fact, that in the school education of females, circumstanced as ours are, there is a remarkable proneness to spinal deformity. So ample and decisive is this testimony, that it could not safely be disregarded, even though no cases of the kind among our scholars had ever come to the knowledge of this Board. The truth of this remark will be more readily perceived by the use of an illustration that is perfectly in point. When contrivances for ventilation, and high ceilings, were about to be introduced into our improved school buildings, suppose the Trustees had been called on to point out the cases, among scholars or teachers, in which life or health had been sacrificed, or even materially endangered, by impure air; they would probably have failed to produce a single instance. In defence of these improvements, they would have been compelled to resort to those well known and settled truths, respecting the effects of impure air, which centuries of experience have gradually brought to light; and their defence would have been the best possible. That there is a connection between the modern school education of females, and spinal injury, is now as well established as that impure air in schoolrooms is hurtful to the scholars, and it rests on proof of a similar kind, viz., on the accumulated observation and experience of medical men and others, in all countries where education is zealously encouraged. One or two of the prominent truths thus established, may here be mentioned.

1st. It is a matter of notoriety to the medical profession, that until about thirty or forty years ago, spinal curvatures were very little known. It is only since "the schoolmaster has got abroad,"—only since so great and universal an impulse has been given to education,—that these cases have become sufficiently numerous to attract the particular attention of medical men. There is now to be found a distinct class of practitioners, and of machinists, who live and thrive by the treatment of spinal injuries.

2d. A large proportion of these cases can be distinctly traced to causes connected with school education. Among the illiterate in all countries, these injuries are scarcely known. They occur most frequently in schools where females are much confined to a sitting posture, with but a scanty allowance of those robust and active exercises which impart power to the muscular system, and invigorate the general health.

It should be here explained,—that the trunk of the body is sustained in its erect position, solely by the action of muscles. Young and growing females who are but feebly endowed with muscular strength, experience such a sense of weariness in sitting upright, as to be induced from necessity to drop the body into a variety of curvatures; and one particular curve becoming habitual, and long persisted in, finally ends in permanent deformity. The influence of exercise in preventing the evil, is precisely that which it has on the arm of a blacksmith. It augments the bulk, and redoubles the power of the muscles, and gives greater firmness and security to the joints.

3d. In all large cities, there are many children, who from infancy, are strongly predisposed to these affections, owing to a constitutional feebleness of muscle, or an unhealthy condition of the bones or joints. These require every precaution during the course of their education, to prevent deformity.

If the foregoing remarks be brought home to our own schools, the following important question will suggest itself.—*Have the causes which are known to produce spinal injuries an existence in our schools?*—That is to say, do we find there those postures, those curved and oblique attitudes of sitting, which, by becoming habitual, are apt sooner or later to end in permanent deformity? And do our females partake, in sufficient amount, of those invigorating exercises which are so indispensable a means of counteracting a tendency to these affections? The Committee are of the opinion, that we cannot claim for our schools an immunity from either of the injurious causes here referred to. In regard to *postures*, the schools will speak for themselves. And as to *exercise*, the Committee would only express their belief, that the girls under our care are worse off than the girls in boarding schools, where exercise is compulsory, and provision is made especially for it, and where its importance is getting to be understood and appreciated. But we have no control over the habits of our children, beyond the precincts of the schoolhouse,—and they belong to those classes of the community who are the last people in the world to bestow a thought on the influence of exercise on the health of the human body.

Now comes an important question,—a question which, by the

resolution of the Board, it was made the especial duty of the Committee to reply to, viz., *Supposing the females attending our schools to be liable to spinal injuries, are these injuries owing to the use of seats without backs?* The answer must be, that they are instrumental in causing them just so far as they place the scholar under the necessity of seeking relief in the crooked and unhealthy attitudes into which she throws her body. Another question of similar import, is this:—*Would seats with back-supports, tend to prevent these injuries?* A similar answer must be given. Such seats would act as a preventive, just in proportion as they removed the temptation and the necessity for indulging in injurious flexures of the body. When we see, as we often may, a girl of rapid growth, of yielding joints, and of feeble muscles, propping the weight of her body on her elbows, or, by way of change, bringing her sides alternately to rest on the desk before her, can we doubt for a moment, that with a back-support she would run less risk of injury to her figure? And in regard to those children, before alluded to, as having a natural predisposition to spinal distortions, seats of this kind would be indispensable to their safety.

Undoubtedly, no means of security against spinal injuries can be wholly depended on, which do not include a proper amount of muscular action. But if the females who come to our schools suffer privation in this respect at home, the obligation becomes the greater, on our part, to furnish them with seats best suited to secure them against the threatened evil.

The Committee might here close their report; but they beg to be indulged in making a few additional remarks that are incidental to the main subject committed to them. They cannot refrain from noticing one objection which has often been urged against this improvement in the seating of our children. It has been said that, "as we ourselves, and our ancestors before us, felt no need of back-supports in schools, they are equally unnecessary for the schools now under our care." This objection is not only plausible, but it has so much that is reasonable in it, that there is not perhaps a single trustee who has not felt its force upon his own mind. But it is worthy of remark, that this mode of reasoning has been employed against some of the most important improvements that have been made in the conveniences and comforts of life. Thirty years ago, when all our country churches were unprovided with any means for warming them, if a proposition was made for introducing a stove, it was sure to be opposed by the venerable fathers of the congregation, on the ground that they, and their forefathers, had experienced no detriment from sitting in a cold church, nor had they felt the want of the luxury of a fire. But a mode of reasoning, that is so natural, is not confined to any particular period. A striking instance is furnished us by a celebrated historian of the age of Queen Elizabeth, who informs us that the old people of that day lamented over the inroad of luxury and effeminacy among the English people. Among the instances mentioned by the historian, was the general introduction of chimneys; by which they were deprived of the benefits

of smoke, which was reputed both to harden the timber of the houses, and to fortify the inmates against rheumatism and catarrh. Another was the exchange of wooden plates, for those of pewter.

These facts only go to show, that at those periods when the condition of society is rapidly changing for the better, it is often difficult to determine what are necessities and what are luxuries and superfluities. At such periods, too, even the people undergo a change. And in reasoning from the young of a former, to those of the present time, we are to keep in mind the altered habits of life, and the consequent changes in the constitution and susceptibilities of the body. Children, in former days, were less educated, their school days were shorter, they studied less and worked more, and were less restricted in their exercises, than the children of the present day, especially in our large cities; and their constitutions were consequently more hardy.

There is another light in which the Committee are induced to view the subject of seats with backs; and that is, in reference to the mere *comfort of the scholars*. There is, perhaps, no instance to be found among churches, lecture-rooms, court-rooms, legislative halls, or other places for the accommodation of adults, where a rest is not provided for the back. Adults, who should be compelled to sit for a couple of hours during public worship, without such a support, would find it extremely irksome, and to women it would be perfectly intolerable. And to the young in our schools, it would be almost as intolerable to be thus seated, were it not that they have a desk before them, on which to rest the weight of their bodies. Of this they freely avail themselves,—thereby cramping the capacity of their chests, and otherwise putting themselves out of shape.

If a comfortable seat has a tendency to relieve the sense of weariness and restlessness of the scholar, and thereby to leave him more undisturbed and at his ease to pursue his studies, then seats with backs may well claim a share of our attention, merely as a matter of comfort to the scholar.

In conclusion, should it seem to the Board that the Committee have extended their remarks too far beyond what was called for by the resolution, they offer as their apology, the seeming need of some explanations, to place a subject, not generally well understood, in its true light before the Board,—hoping thereby to awaken the same interest in regard to the seating of schools, that appears to be felt in Boston, and various other parts of our country.

THINGS LOST FOREVER.—Lost wealth may be restored by industry,—the wreck of health regained by temperance,—forgotten knowledge restored by study,—alienated friendship smoothed into forgetfulness,—even forfeited reputation won back by penitence and virtue. But who ever again looked upon his vanished hours,—recalled his slighted years, stamped them with wisdom,—or effaced from Heaven's record the fearful blot of a wasted life?—*Mrs. Sigourney.*

THE following, from the Phonographic Star, (English paper,) is a pleasant exemplification of the anomalous and self-contradictory character of our language, in regard to its orthography. As poetry and as wit, it is good; it has also some bearing on the vexed question,—in what manner children should be taught to read.

SCENE.—The play-ground of a School where Orthography is taught, described by Lindley Murray as "the just (?) method of spelling words."

'T was a fine winter's day, the breakfast was . . . done,
And the boys were disposed to enjoy some good . . . fone;
Sam Sprightly observed, "'Tis but just half past . . . eight;
And there's more time for play than when breakfast is leight;
And so I propose, that, as cold is the . . . morning,
We'll keep ourselves warm at the game of stag . . . worning.
I'm stag!" With his hand in his waistcoat he's . . . off,
And his playmates are dodging him round the pump . . . troff.
Sam's active; but still their alertness is . . . such,
It was not very soon that e'en one he could . . . tuch.
The captive's assailed by jokes, buffets and . . . laughter,
By a host of blithe boys, quickly following . . . aughter;
But joined hand in hand, their forces are . . . double,
Nor for jokes nor for buffetings care they a . . . bouble.
All's activity now, for high is the . . . sport;
Reinforcements arrive from the shed and shed . . . cort.
More are caught, and their places they straightway . . . assign
At the middle or end of the lengthening . . . lign;
To break it, some push with both shoulder and . . . thigh,
But so firm is the hold that vainly they . . . trigh.
Oh, 't is broken at last! now scamper the . . . whole,
To escape their pursuers, and get to the . . . gole.
All are caught now, but one, of the juvenile . . . hosts,
And he, a proud hero, vaingloriously . . . bosts!

But hark! the clock strikes, and then by the . . . rules,
They must quickly collect for their several . . . schules.
We'll leave them awhile at their books and their . . . sums,
And join them again when the afternoon . . . cums.

* * * * *
Now dinner is over; Sam Sprightly, says . . . he,
"Let us form a good party for cricket at . . . thre."
Says Joseph, "I wish you would begin it at . . . two,
For after our dinner, I've nothing to . . . dwo."
At length they agreed to meet punctually at . . . four,
On the green just in front of number one . . . dour;
And they thought they should muster not less than a . . . scour.
Sam goes on recruit; "Wilt thou join us, my . . . hearty?"
"Yes," says Richard, "I'll gladly make one of the . . . pearty."
"Come, Joseph, you'll join?" Joseph languidly . . . said,
"I can't, for I've got such a pain in my . . . haid;
I think I should find myself better in . . . baid."
"There's Alfred," said Sam, "I know he will . . . choose;
I'm sure he won't like such a pleasure to . . . loose;
And Jem, you'll go with us?" "No! asking your . . . pardon,
I'd rather by far go to work in the . . . gardon;
For there we get pay, perhaps a nice . . . root,
Or, what I like better, a handful of . . . froot;
So you'll not enlist me, I'm not a . . . recroot!"
There's Charles! but alas! poor unfortunate . . . wight,
He's confined in the lodge; he regretted it . . . quight.
Though Frank's a long lesson of grammar to . . . learn,
He'll set it aside, not to miss such a . . . tearn.

Some join in the party, some are too . . . busy;
One does not like cricket, it makes him so . . . dusy;
But now there's enough, so says Sam; "Now, my . . . boys,
Just listen to me,—don't make such a . . . noys!—

The High-field's the place; and I do not . . . despair,
 If the teachers we ask, they'll let us play . . . thair.
 So, getting the bats and the ball, I . . . propose
 That Thomas, or Richard, or somebody . . . gose
 And presents our request, making this a . . . condition,
 We'll all be good boys, if they grant us . . . permission."
 "Here's the balls and the bats; just look, what a . . . beauty!
 —Well, Tom, what reply from the master on . . . deauty?"
 "Oh! granted." "That's right,—that is capital . . . news!
 Indeed, I knew well they would never . . . refews."

So now they're at play; and I think you've . . . enough
 Of such spelling, such rhyming, such whimsical . . . stough;
 And, therefore, lest you 'gainst my verse should . . . inveigh,
 I'll bid you farewell, leaving them to their . . . pleigh.

FANNY ELSSLER IN RICHMOND.—According to the accounts from Richmond, the people of that city have outdone all the fools in Boston, New York, Philadelphia, and Baltimore, in their reception of Fanny Elssler. The *Star* gives an amusing description of her first appearance, concluding with the following passage, from which a sober reader may derive a moral:—

She floated about like a fair, but very voluptuous-looking spirit, and cut her toes hither and thither, and swayed her body to and fro in a way which was a caution to all inflammable young gentlemen, grey-headed or not. The lovely creatures who graced the scene, looked on enchanted, and made all bright with their smiles; the vast crowd of men shouted and applauded with their whole might, and the beautiful dancing woman, giving them an extra flirt or two, which set them off in a perfect agony of delight, made her bow,—the curtain dropped, the dear Fanny tapping her Wring-your-neck-off, upon the shoulder, said, "dere, dere, is te one tousand dollars almos,—now let us go." But the audience said no, and they shouted and screamed, and thumped for her to come out, and ——

At that moment, in an obscure hovel, open in many parts to the cold biting winds, without fire, alone sat a poor woman, holding to her chilled bosom her sick and dying babe, while upon a rude pallet of straw lay two shivering little creatures, her children too. Her eye was heavy with watching, her cheek sunken with hunger and suffering, her heart filled with the very gall and bitterness of life. Still how truly, oh! how truly, answered that heart to the pang of a mother's love, as she gazed into the innocent face of her dying babe; how fast flowed the tears from eyes which had known little but sorrow and weeping, through many weary days,—how deep and fervent was the prayer which came up from the very fountains of privation and grief. There was no heart near to sympathize, no kind hand to aid,—no soft voice to soothe; the physician's healing art,—charity's angel arm, came not to soften the dying moments of her poor babe; and as life flickered and waved in its fair urn, and the sobs of the mother sounded in that solitary room, as in the agony of her grief she exclaimed,—“A few pence had saved thee to me, my sweet babe,”—as the sleepers on the pallet murmured in their uneasy slumber, ‘Mother, dear mother, give

me some bread,"—as the keen wind came through the crevices, and she clasped the dying child to her bosom; at that moment, a dancing woman, a stranger, with her wealth of thousands, and her ingots of gold and silver, made her last graceful bow, and took the princely sum which was hers, for a few moments' pleasant labor.

As the spectators gave their last shout, the babe's innocent spirit winged its flight to heaven, and the mother gazed in despair upon all that remained to her of the little prattler whom she had so dearly loved.

Such is life.

PROGRESS OF REFINEMENT.—The Vicksburg (Mississippi) Constitutionalist says that no smoking of cigars or pipes is permitted in any *church* in the city of Vicksburg.

TIME! TIME! TIME!—A dollar dropped into the sea cannot be recovered, neither can a lost hour be regained; once lost, it is lost forever. Napoleon once said to some boys in a school he visited, "My lads, every hour of lost time is a chance for future misfortune."

INDUSTRY and economy will get rich, while sagacity and intrigue are laying their plans.

TEACHERS' ADVOCATE.

We have received, just as our paper is going to press, an Educational Periodical with the above title, edited by EDWARD COOPER, Esq., and printed at Syracuse, N. Y. It is to be published weekly, at \$2 a year. We have not time, at present, even to cut the sheets; but we cordially welcome all true laborers to the field; and we wish the "TEACHERS' ADVOCATE" the highest of all success,—that of elevating the character and of increasing the honors and emoluments of all who are worthily engaged in the sacred office of teaching.

SCHOOL BOOKS.

AN IMPROVED GRAMMAR OF THE ENGLISH LANGUAGE, on the Inductive System; with which elementary and progressive Lessons in Composition are combined. For the use of Schools and Academies and private learners. By Rev. Bradford Frazee, late Principal of Elizabeth Female Academy, Washington, (Miss.) Philadelphia: Sorin & Ball. Boston: B. B. Mussey. 1845.

ARITHMETICAL SPYGLASS, AND TEACHERS' ASSISTANT; intended as a Key and Supplement to the different works on Arithmetic. For the use of Schools and Academies. By Charles Waterhouse, Teacher of Mathematics. Portland: Waterhouse & Co.

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